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Original Article

Parental Nurturing Practices and Behavioral Adjustment among Kenyan Learners

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Abstract

There have been many cases of behavioral maladjustments among learners in Kenyan schools. These problems for many years have been a threat to the safety and tranquility enjoyed by members of the families, schools and community. This study examined the variance in behavioral adjustment among learners that can be accounted for by parental nurturing practices. The study adopted ex- post facto research design. A sample size of 374 learners was obtained using stratified sampling and simple random sampling techniques. The parental nurturing practices scale and strengths and difficulties questionnaire were used to obtain data from learners. Split half method was used to establish the reliability of questionnaires and a correlation coefficient of 0.80 was reported. Both descriptive and inferential statistical techniques were used to analyze data. The results from the multiple regression model reached statistical significance implying that the model was highly significant and adequate enough to explain the variance in overall behavior adjustment among learners [$F(4, 351) = 101.194$, $R^2 = .53$, $p < .05$]. Together, the parental nurturing practices explained 53% of the variance in the overall behaviour adjustment among learners in Kenyan primary schools. Of the four parental nurturing practices, the parental warmth had the highest impact on enhancing behavior adjustment, $\beta = .39$, $t(356) = 6.87$, $p < .005$, while parental acceptance made the least contribution to explain the variability of the model, $\beta = .15$, $t(356) = 3.24$, $p < .005$. The findings have implications for teachers, parents, school principals, community leaders and the Ministry of Education in Kenya to enhance parental education to help address the issues of behavioral maladjustments among learners.

Behavioural adjustment is one's degree of competence in terms of performance of various tasks, self-relation, general contentment and adaptive or coping style that an individual utilizes when handling life's problems. On the other hand, parental Nurturing practices are routine practices used to train, nourish, and promote a child's psychosocial development (Shepler & Woosley, 2012). Ozdemir and Sagkal (2019) reiterate that parental nurturing or warmth that includes both maternal and paternal warmth is a broad notion entailing caring for children, their friends, and their activities, encouraging them, supporting them, involving them and praising their achievements. In the present study the parental nurturing practices studied includes parental expressed warmth, responsiveness, acceptance, and control. Parental acceptance refers to parental verbal and physical expressions that individuals consider as satisfactory and welcoming while parental control entails parental strategies of setting orders, limitations, institutions or rules and supervising their children' behaviour (Stebleton et al., 2014). On the other hand, parental warmth is the amount of parental love, affection, support, and positive value demonstrated towards a child which ranges from love-to-

indifference-to hostility. Parental responsiveness refers to proactive participation and involvement in children's activities, communication with children and understanding children's feelings and needs to mould a child's behaviour (Steeger et al., 2016). Students' indulgence in behavior problems has been a threat to the serenity and tranquility enjoyed by members of the families, schools, and community in the last two decades (Augustine, 2012). Beside the gradual moral degeneration which befalls the society where pre-adolescent and adolescents involve in behavior problems, there arises security and economic cost to a nation fraught with juvenile deviant behaviors due to students' lack of necessary behavior adjustment strategies (Simoes et al., 2008).

Learners' maladjustment has become one of the global social issues which many countries are currently trying to manage and bring under control amidst the glaring evidence that, if the right nurturance is not given to young children, pre-adolescents and adolescents, they graduate as adult without social and emotional competencies (Hess & Drowns, 2010). McCabe and Altamura (2011) reiterate that socio-emotional skills are important in promoting peer relation and appropriate behavioral adjustments. However, Stefan and Miclea (2010) observes that although parents play a vital role in developing their children's socio-emotional competence, some do not have parenting skills needed or are too busy to spare some time to nurture their children. Globally, experts from various disciplines have expressed a great concern in relation to the implications of behaviors exhibited by adolescent, pre-adolescent and young children in their homes and learning institutions (Shonkoff & Phillips, 2000). Statistics on students' indulgence in behavior problems have a worrying trend globally. In UK, more than two thousand primary school learners were suspended in the year 2009 as school administration struggled to control the aggressive and uncontrollable students (Mucmahron, 2009). In another incident in UK, in 2009, a total of 16,393 public primary and secondary students were suspended and more than two hundred were expelled (Mucmahron, 2009). Unfortunately, there remains unclear understanding across experts regarding the effective preventive and intervention strategies to curb these worrying trends (Dunlap, 2006).

Literature Review

Theoretical Framework

The study is informed by the attachment theory which was developed by Bowlby (1969). This theory primarily seeks to provide explanations of how parent-child relationship influences subsequent behavior development in later life. According to Bowlby (1973), the parent- child relationship begins as a set of unconscious instinctive signals or indicators that requires caregiver or the parent to come to the child's side. As the child continue to grow, a true loving bond is established between the child and parent which is supported by the child's present cognitive and emotional capacities as well as a history of sensitiveness, affection, acceptance, and responsiveness from the parent. Out of this experience, children may or may not form a lasting bond with their cross-family member that is perceived to assist them to use this attachment figure as a shelter or secure base across time and distance (Dinero et al., 2008). The inner representation of this parent-child bond turns out to be a significant part of child's personality that provide a young child's internal working framework and model or set of prospects that a child has regarding the availability of attachment figures, the likelihood of receiving support, care and affection from them during times of excess anxiety, stress, worry and strain. Hence, this internal image turns out to be the internal framework for all prospective future relationships and personalities during adolescence and adult life (Fraley, 2002). The theory provides an appropriate theoretical frame for the proposed study because they emphasis on parent-child relationship which can either be appropriate or inappropriate. These variations in parental warmth, responsiveness, acceptance, and control are perceived to influence behavioral adjustments among learners.

Parental Warmth and Behavioural Adjustment

Previous studies on parental nurturing practices and behavioral adjustment among learners exist, though there are varied findings in different contexts. For example, In China, Wang et al. (2016) found that parenting behaviors were positively associated with adolescents' problem behavior. In Kuwait, Ronald et al. (2010) established that parents' perceived acceptance and behavior control did not correlate significantly with the girls' school conduct. Similarly, Noriega

(2015) study in USA established that refraining from criticism and supervision was the only parental characteristic among children that partially mediated anxiety, depression, and anger, when exposed to the three types of violence. Lim, et al., (2013) revealed that perceived parental warmth had an indirect effect on depression and self-esteem. Similarly, Schneider (2016) established a significant mediation effect of adolescents' perceived quality of parental attachment and adolescents' internalizing symptoms. In addition, Haslam et al. (2020) add that authoritative parenting is associated with higher child emotion regulation and lower levels of behavioral problems, and authoritarian parenting was associated with lower child emotion regulation and higher levels of behavioral problems. Schoppe-Sullivan et al. (2021) found that more positive couple behavior observed prenatally was also associated with better parenting and co-parenting by fathers. These results highlight the complexity of relations of traditional masculinity, father role beliefs, and maternal gate closing with the quality of new fathers' behaviors with children and partners in dual-earner families.

Parental Responsiveness and Behavioural Adjustment

In a study in USA, Goetzinger (2014) established that parental monitoring was positively associated positive behavioral adjustment. In USA, Lungarini (2015) showed a significant negative relationship between parental responsiveness and child emotional symptom indicating that more responsive fathers had children with lower emotional symptom. Mothers did not show any significant relationships in regard to a child's emotional symptoms. A study conducted in New Zealand by Friesen et al. (2016) established that parental sensitivity, warmth, greater over reactivity, and an increased use of physical punishment on a child were associated with deficits in adulthood behavioral adjustments. Another study by Paloma et al. (2017) established that parental evasiveness, parental neglect, and fearful/preoccupied attachment, each accounted for a significant amount of the variance in both anxiety and depressive symptoms. Moreover, Vafaeenejad et al. (2020) recommended that assessment should include parent-child psychological status in family programs in order to identify the needs for oriented care and take steps towards the development of parenting skills.

Parental Acceptance and Behavioural Adjustment

Hulya (2014) found a positive significant relationship between maternal acceptance-rejection degrees and preschoolers' flexibility degrees. Mendi and Eldeleklioglu (2016) showed a positive links between parental conditional regard and their children's well-being. Children's self-esteem and well-being was also negatively linked to parental perfectionism. Moreover, Sharma and Pandey (2015) study in India showed that many adolescents had behaviour problems characterised by emotional symptoms. Cemaliye (2017) also established a negative relationship between parental warmth from father and hostility scores of adolescents.

In Ghana, for many years there has been an upward surge of young children's involvement in behaviour problems (Bosiakoh & Andoh, 2010). According to the Department of Social Welfare annual performance report, two hundred and seventy-six juvenile criminal behavior cases were handled in 2007. This is supported by evidence showing that students frequently involved themselves in theft cases like stealing from other students, breaking into school offices and other staff common rooms (Samuel et al., 2015). In another study, Kirby (2020) reported that compassion-focused parenting has the potential to help de-stigmatize and de-shame parenting experiences, helping parents with the rewarding and at times challenging experiences that occur when raising children. Moreover, Ozdemir and Sagkal (2019) reiterate that lack of love and affection and poor parent child relationship has been shown to make children more susceptible to psychological disorders such as stress, anxiety, and depression. Similarly, Li et al. (2018) indicated that individuals who have poor parent–child relations are more likely to develop cognitive framework that increase the risks for depression. In addition, Chu and Lee (2019) add that paternal psychological distress influenced the quality and quantity of fathers' involvement in childcare and was mediated by maternal psychological distress.

Parental Control and Behavioral Adjustment

In South Africa, Richards (2014) study showed no significant association between involved parenting, positive parenting, poor monitoring and supervision and children's aggression. Daniels (2017) study among first year university students also reported that a significant negative relationship existed between poor adjustment and autonomy-supportive parenting. van Rensburg et al. (2016) study in the Western Cape Province South Africa reported that parents had challenges of handling their temperaments in the parenting process. Dekel et al. (2018) qualitative study in South Africa indicated that traumatic parent-child experiences in the form of absent parents, neglect and abuse have a profound impact on establishing unhealthy attachment styles. Johns et al. (2021) also reported that the behavioral adjustment of preschoolers with Craniofacial Microsomia was comparable to peers. However, parental reports reflected greater concern for internalizing behaviors. Arslan et al. (2021) highlight that college belongingness is a potential mechanism explaining how coronavirus anxiety is related to psychological adjustment. Hou et al. (2021) indicate that the prevalence of anxiety and depression were higher than preceding public health/social crises.

While there is a wealth of research and literature available on parenting practices and students' behavioral adjustment in recent years, there are still areas of emphases in which we have limited knowledge. There is limited amount of research and literature situated in the Kenyan context. While the predominantly American and developed country's literature in the field is of great benefit, it reflects a context quite different from Kenyan's. Hence the current study attempted to provide literature and findings that may help in the development of policies and practices in the Kenyan situation that reflects the children, families, schools, and communities in the local environment.

Behavioral Adjustment Among Learners in Kenyan Context

In Kenya, adolescents frequently indulge in various behavior problems which are manifested in the form of rioting, sexual violence, fighting and bullying (Changalwa et al., 2012). In the slums of Nairobi, drug abuse and misuse are a common behavior problem among primary and secondary school students where 65% of young boys and girls use cigarettes, 52% marijuana, 14% glue and 11% petrol (African Population and Health Research Center [APHRC], 2002). Further, over 26% of school going children who live in slums of major towns in Kenya frequently indulge in behavior problems like violent fights, bullying, theft, truancy, watching pornographic materials and coming home late (Wairimu, 2013). In Kisii County of Kenya, Kostelny et al. (2014) established that 26.9% of the children drop out of school yearly, 11.5% of schoolgirls experience early pregnancy annually, 9.1% of schoolboys and girls use alcohol and other illegal drugs and 3.5% of the girls frequently involved themselves in prostitution. Moreover, very scanty research is available on parental nurturing practices and behavioral adjustment in the Kenyan context. Although some previous studies have examined one of the four parental nurturing practices, there are not enough studies that have investigated the four nurturing practices together and how they predict behavioral adjustment among learners. It is in the light of the above problems that the proposed study sought to establish the relationship between parental nurturing practices and behavioral adjustment among primary school learners in Kisii Central Sub-County, Kenya.

Purpose of the Study

The study sought to examine the behavioral adjustment among learners in primary schools in Kenya. Moreover, the study examined the relationship between parental nurturing practices and behavioral adjustment among primary school learners in Kenya. The study also sought to establish a linear model that could be used to describe the optimal level of behavior adjustment among children in upper primary school.

Research Hypotheses

The following research hypotheses were proposed and tested:

$Ha_{1:}$ There is a significant relationship between various aspects of parental nurturance and behavioral adjustments among learners.

$Ha_{2:}$ The linear model explains parental nurturing practices and behavioral adjustment among learners.

Method

Research Design

The ex post facto research design was adopted. This design investigated phenomena that have already occurred (Johnson & Christensen, 2008). Ary et al. (2010) note that an ex post facto research design is useful when one wants to investigate the relationship between the dependent and independent variables when randomization or manipulation of the independent variable is not possible.

Study Participants

The target population comprised of 14,876 learners. A sample size of 374 primary school learners was obtained using stratified and simple random sampling techniques. Stratified sampling was used to ensure that the homogenous sub-groups in the population were all well represented in the study in their proportion (Mugenda & Mugenda, 2003). The simple random sampling technique ensured that the sample yielded research findings that can be generalized to a large population with margin errors that can be determined statistically (Mugenda & Mugenda, 2003).

The study sought to investigate the respondents' demographic characteristics such as gender, age and class distribution. On the learners' gender distribution, 183(51.4%) of the sampled learners comprised of girls and 173(48.6%) were boys. Based on these results, it can be concluded that the number of girls enrolled in class seven and eight were slightly more than that of the boys. However, it is evident that gender representation in the study was fairly good because the number of boys and girls were almost equal. This was perceived to enable the study to present findings which are not bias in terms of gender perspectives, opinions, and point of view. Regarding the age distribution of learners, 188 (52.8%) of the learners were between 14-16 years, while the least represented age group were those who were 17 years and above at 12 (3.4%). It can be concluded that majority of the learners were adolescent, only a few were in their pre-adolescent stage. These results indicate that majority of learners in classes 7 and 8 are in their onset of adolescence stage, which can be perceived as a very challenging period in terms of behavioural adjustment. Finally, on the learners' class distribution, it can be observed that 203(57.02%) of the learners sampled were from grade 7 while only 153(42.98%) were from grade 8. This might be attributed to the ratio of class seven to eight learners in various schools.

Research Tools

The Parental Nurturance Practices Scale (PNS) was modified to measure parental warmth and the scale contains 8 items. The Paulson's Responsiveness Scale (PRS) developed in 1994 was modified to measure parental responsiveness. The parental acceptance was assessed using the modified Child Report of Parent Behaviour Inventory scale (CRPBIS) (Schaefer, 1965). Parents Social Context Questionnaire (PASCQ) was used to measure parental control (Skinner et al., 1986). The PASCQ contained self-report 10 items that were used to measure children's perceptions of their parental control. Each of the four scales had a response format in a 5 points Likert-scale (Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree). The Strengths and Difficulties Questionnaire (SDQ) was modified to measure behavioural adjustment among primary school learners. On parental control scale, one of the items read "My parents continue altering the rules and regulations on me". On the Parental Responsiveness scale, one of the items read "When I attempt to do something which I am not able, my parents usually guide me". On the Parental Acceptance scale, one of the items read "My parents always make me feel that I'm not wanted". On the Parental warmth scale, one of the items read "My parents allow me understand that they love me". On the Strengths and Difficulties Questionnaire, one of the items read "I am always impatient, I cannot stay at rest for a long time when I need something". The validity of was determined by presenting and discussing the various items in research instruments with two experts in psychology.

Reliability of the Questionnaires

Reliability of the questionnaires was ensured computing the Cronbach's alpha (α) coefficient for the scales used and the results are presented in Table 1.

From the reliability results in Table 1, it can be concluded that all the 5 scales had adequate Cronbach's alpha, since the scales reported values of greater than 0.55. Therefore, the questionnaires were generally suitable for data collection.

Table 1

Cronbach's Alpha Results for Scales

Scale	No. Items	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items
Parental warmth Scale	8	.95	.95
Parental Acceptance Scale	9	.58	.59
Parental responsiveness Scale	8	.91	.92
Parental control Scale	10	.78	.78
Strength and Weakness Scale	25	.59	.58

Table 2

Measures of Behavior Adjustments

Aspect of Behaviour Adjustment	Normal	Borderline	Abnormal	Mean Adjustment	Std. Deviation
Emotional symptom	232 (65.2%)	52 (14.6%)	72 (20.2%)	4.22	2.43
Conduct Problems	168 (47.2%)	45 (12.6%)	143 (40.1%)	4.23	2.67
Hyperactivity Score	242 (67.9%)	42 (11.8%)	72 (20.3%)	4.13	2.46
Peer Problems Score	127 (35.7%)	120 (33.7%)	109 (30.6%)	4.50	2.37
Pro-social behaviors	250 (70.2%)	37 (10.4%)	69 (19.4%)	3.47	2.40
Overall Mean	204 (57.2%)	59 (16.6%)	93 (26.1%)	16.34	2.14

Procedure

Ethical clearance to conduct the study was first obtained from the National Commission for Science, Technology, and Innovation in Kenya (Ethical clearance number NACOSTI/P/03052/13280). Permission to conduct research in the sampled schools was sought from the respective principals. Data was collected between January and April, 2018. Respondents were informed on the importance of the study and were assured of confidential treatment of information provided. The learner participants were instructed on how to fill the questionnaire. It took about 30-45 minutes to complete the questionnaires.

Data Analysis

Both descriptive statistics (frequencies and percentages) and inferential statistics (Pearson's product moment correlation coefficient, simple and multiple regression analysis) were used to analyse data. All hypotheses testing was done at $\alpha = .05$. All these analyses were aided by use of the Statistical Package for Social Sciences (SPSS) version 24.0.

Results

Behavioral Adjustment Among Learners

The study sought to first examine the level of behavioral adjustment among primary school learners. In order to explore this, the learners who took part in the survey were presented with Strengths and Difficulties Questionnaire (SDQ), as was developed by Robert Goodman (Goodman, 2001). The SDQ had five measures of learners' behavior adjustment; emotional symptoms, conduct problems, hyperactivity, peer problem and pro-social behavior. From the analysis of responses received from the Strengths and Difficulties Questionnaire (SDQ), the children's scores in various measures of behavior adjustment were summarized as in Table 2.

As reflected in Table 2, majority of the respondents 204 (57.2%) exhibited moderate overall behavioral adjustment reflected by an overall mean of 16.34 (SD = 2.14), which means most of them were engaged in somewhat acceptable behaviors. On the contrary, the results of the survey revealed that 93 (26.1%) of the learners frequently indulged in behavioral malpractices and some 59 (16.6%) of the learners were in the borderline or unpredictable behavioral adjustment. This finding meant that

although majority of the learners had normal behavior adjustment, a sizeable number of them sometimes indulged in unacceptable behaviors.

On individual aspects of behavior adjustment, the findings of the study established that the learners' engagement in conduct problems had recorded the highest 143 (40.1%) number of the learners who exhibited abnormal behaviors translating to mean adjustment of 4.33, while pro-social behaviors recorded the highest 250 (70.2%) number of children with normal behaviors as reflected by a mean adjustment of 3.47. A descriptive analysis further revealed that the standard deviation for learners' conduct problems was the highest (2.67) while that of peer relationship problems had the lowest (2.37) standard deviation. This implies that learners' relative engagement in conduct problem had the greatest variations while peer relationship problem had the least variations.

Correlation Between Various Aspects of Parental Nurturance and Behavioral Adjustments

The study further sought to investigate the relationship between various aspects of parental nurturance and students' behavioral adjustment. To do this, a Pearson Product Moment Correlation Coefficient was computed and the findings are presented in Table 3.

The findings in Table 3 indicate a significant strong positive correlation, $r(356) = .68$, $p < .05$, between parental expressed warmth and behavioral adjustment; a positive, $r(356) = .59$, $p < .05$, relationship between parental responsiveness and behavioural adjustment; a significant positive correlation, $r(356) = .55$, $p < .05$, between parental acceptance and behavioural adjustment; and a significant, weak positive correlation, $r(356) = .49$, $p < .05$, between parental control and overall behavioural adjustment. It was thus concluded that significant relationship between various aspects of parental nurturance and students' behavioral adjustment.

Linear Model of Parental Nurturing Practices and Behavioral Adjustment

The study further sought to establish a linear model that could be used to describe the optimal level of behavior adjustment among children in upper primary school. This was done by use of standard multiple regression analysis, where all the four aspects of parental nurturing practices (parental expressed warmth, parental responsiveness, parental degree of displayed acceptance and parental control) were factored in the model at once. It was suitable because it could help to investigate how well the set of the independent variables was able to predict the level of overall behavior adjustment (Hair et al., 2018). The analysis also provided information about the relative contribution of each of the variables that make up the model. Each aspect of parental nurturing practices was evaluated in terms of its predictive power, over and above that offered by all the other independent variables. It enabled the researcher to know how much unique variance, in the behavioral adjustment, each of the independent variables explained. The results are presented in Table 4.

Table 3

Correlation Between Various Aspects of Parental Nurturance and Behavioral Adjustment

Parental Nurturance Practices		Behavioral Adjustment
Parental warmth	Pearson Correlation	.68**
	Sig. (2-tailed)	.000
	N	356
Parental Acceptance	Pearson Correlation	.55**
	Sig. (2-tailed)	.000
	N	356
Parental Responsiveness	Pearson Correlation	.59**
	Sig. (2-tailed)	.000
	N	356
Parental Control	Pearson Correlation	.49**
	Sig. (2-tailed)	.000
	N	356

Note. **Correlation is significant at the 0.05 level (2-tailed).

Table 4

Regression Analysis Model Summary Output

Model	*R*	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.73[a]	.53	.53	3.12	1.93

[a] Predictors: (Constant), Parental Control, Parental Responsiveness, Parental Acceptance, Parental warmth
[b] Dependent Variable: Overall Behavioral Adjustment

From the model summary (Table 4), the multiple correlation coefficients *R* =.73 indicates a good level of prediction of the overall behavior adjustment by the model. Equally, the value of R Square (.53) indicates that the model explains 53% of the variance in overall behavior adjustment. This is the proportion of variance in the overall behavior adjustment that is explained by parental expresses warmth, parental responsiveness, parental displayed child acceptance and parental control factored in the model; it is the proportion of variation accounted for by the regression model above and beyond the mean model. However, to assess the statistical significance of the result it was necessary to look at the ANOVA results shown in Table 5.

The ANOVA was used to test the null hypothesis that multiple R in the population equals 0. The ANOVA results in table 5 indicate that the model reached statistical significance [F(4, 351) = 101.194, R^2 = .53, sig. < .05], implying that the model was highly significant and adequate enough to explain the variance in overall behavior adjustment among the upper primary school children. In other words, the results show that the parental nurturing practices statistically significantly predict the behaviour adjustment among pupils, meaning the regression model is a good fit of the data.

Evaluating Contribution of Various Aspects of Parental Nurturance on Learners' Behavioral Adjustment

Finally, the study sought to investigate the level of contribution of each aspect of parental nurturing practices investigated in the present study on primary school learners' behavioral adjustment. This was shown by coefficients values; a look at the coefficients values reveals that each aspect of parental nurturance under investigation contributes differently to the model, as in Table 4. First, to ensure that there was no violation of multi-collinearity assumptions, which is a requirement for multiple regression analysis, examination of collinearity diagnostic factors was necessary. Results on the Contribution of various aspects of parental nurturance on learners' behavioral adjustment are presented in Table 6.

From the coefficient output Table 6, it is evident that the four aspects of parental nurturing practices contributed differently in influencing overall behavior adjustment. For example, parental warmth had the highest impact on enhancing behavior adjustment, while parental acceptance made the least contribution to explain the variability of the model. The variable "parental warmth" had the strongest unique contribution to explaining the dependent

Table 5

Parental Nurturing Practices and Learners' Overall Behavioral Adjustment

Model		Sum of Squares	*df*	Mean Square	*F*	Sig.
1	Regression	3929.401	4	982.350	101.194	.000[b]
	Residual	3407.377	351	9.708		
	Total	7336.778	355			

[a] Dependent Variable: Overall Behavioural Adjustment
[b] Predictors: (Constant), Parental Control, Parental Responsiveness, Parental Acceptance, Parental warmth

Table 6

Coefficient Output: Parental Nurturing Practices and Learners' Behavioral Adjustment

Model	Unstandardized Coefficients		Standardized Coefficients	*t*	Sig.	Correlations			Collinearity Statistics	
	B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
(Constant)	5.14	.452		11.38	.000					
Parental warmth	.16	.025	.39	6.87	.000	.68	.34	.25	.40	2.47
Parental Acceptance	.08	.026	.15	3.24	.001	.55	.17	.12	.58	1.69
Parental Responsiveness	.07	.026	.16	3.10	.002	.59	.16	.11	.47	2.11
Parental Control	.09	.023	.17	3.98	.000	.49	.20	.15	.71	1.39

[a] Dependent Variable: Behavioral Adjustment

variable, β = .39, $t(356) = 6.87$, $p < .005$. This means that a one standard deviation increase in parental warmth leads to a .39 standard deviation increase in predicted overall behavior adjustment, with the other variables held constant. On the other hand, parental acceptance made the least contribution to the model, β = .15, $t(356) = 3.24$, $p < .005$. This means a one standard deviation increase in parental acceptance would only leads to a .154 standard deviation increase in behavior adjustment with the other variables in the model held constant, however this effect was significant (p=.001).

All the variables made a statistically significant (p<.05) unique contribution to the equation. Again, looking at the part correlation coefficients, which when squared gives an indication of the contribution of that variable to the total R^2. In other words, it reveals how much of the total variance in the dependent variable is uniquely explained by that variable and how much R squared would drop if it wasn't included in the model. For example, parental responsiveness had a part correlation coefficient of .11, when squared gave only .012, indicating that it explains only 1.2 per cent of the variance in overall behavior adjustment. On the other hand, the parental warmth whose part correlation was .25, made a unique contribution of 6.25% to the explanation of variance in overall behavior adjustment.

It was noted that the total R squared value for the model (.53 or 53% explained variance) did not equal to all the squared part correlation values added up. This was because the part correlation values represented only the unique contribution of each variable, with any overlap or shared variance removed. The total R squared value, however, included the unique variance explained by each variable and also that shared. The independent variables were reasonably moderately correlated (shown by zero-order correlations) hence there were a lot of shared variance that was statistically removed when they were all included in the model.

The Regression Model

A regression model for the relationship between these independent variables and dependent variable is shown below.

In this model: $Y = \beta_o + \beta_1 x_1 + \beta_2 x_2 + \beta_3 x_3 + \beta_4 x_{4+} \varepsilon$.

Where: Y is overall behavior adjustment, while

X_1 Parental warmth
X_2 Parental Acceptances
X_3 Parental Responsiveness
X_4 Parental Controls

Optimum level of overall learner behavior adjustment was presented by:

$5.14units + .16x_1 units + .08\ x_2 units + .07\ x_3 units + .09\ x_4 units$ + error term

From the multiple regression equation, the coefficients indicate how much the overall behavior adjustment varies with each independent variable when all other independent variables are held constant. For example, the unstandardized coefficient, X_1, for parental warmth is equal to .16 means that for each one-unit increase in parental warmth, there is an increase in overall behavior adjustment of .16 units. Similarly, for each one-unit increase in parental display of acceptance, there is an increase in overall behavior adjustment of .08 units. Equally, increasing parental responsiveness and parental controls by a unit will results to an increase in overall behavior adjustment of .07 units and .09 units respectively. All the coefficients of the variables were statistically significantly different to

0 (zero), meaning their influence of the prediction of overall behavior adjustment were statistically significant.

Hence, it is concluded that the model was adequate to predict overall behavior adjustment; it was statistically significant [F (4, 351) = 101.19, R2 = .53, sig. < .05]. More than a half 53%, of the variability in behavior adjustment among the primary school children is explained by the parental child nurturing practices factored in the model. That is, other factors (not covered in this regression model) could account for about 46% of the model.

Discussion

The findings indicate that there was significant positive correlation between the various aspects of parental nurturing practices (parental expressed warmth, parental responsiveness, parental degree of displayed acceptance and parental control) and the overall behavior adjustment. This implies that parental nurturing practices made learners to adjust to behavioural challenges that they face. This finding agreed with Abesha (2012) which reported that authoritative rearing practices encouraged learners to have good communication skills and adjusted well in the society without difficulty. Similarly, Evans et al. (2012) established that harsh parenting practices increase a youth's involvement in problem behavior. In addition, Zarra-Nezhad et al. (2015) who established that parental affection was negatively related to temperament that still hidden among learners. Baumrind et al. (2010) also established that adolescents of parents who were authoritative during their pre-school years were well adjusted and proficient when compared to those whose parents who were permissive, authoritarian, and permissive. Similarly, Wang et al. (2016) found that parenting punitiveness and monitoring were positively associated with adolescents' problem behaviour. Goetzinger (2014) also agrees that parental monitoring was positively associated positive behavioural adjustment. Similarly, Paloma et al. (2017) reported that parental evasiveness, parental neglect, and fearful/preoccupied attachment, each accounted for a significant amount of the variance in both anxiety and depressive symptoms. In agreement, Friesen et al. (2016) established that parental sensitivity, warmth, greater over reactivity, and an increased use of physical punishment on a child were associated with deficits in adulthood behavioural adjustments. Finally, Lungarini (2015) showed a significant negative relationship between parental responsiveness and child emotional symptom indicating that more responsive fathers had children with lower emotional symptom. Moreover, Lim et al. (2013) revealed that perceived parental warmth had an indirect effect on depression and self-esteem. This finding is contrary to Sharma and Pandey (2015) who reported no significant relationship between parenting style and self-esteem of adolescents. In addition, Richards (2014) reported no significant association was established between involved parenting, positive parenting, corporal punishment, inconsistent discipline, poor monitoring and supervision and children's aggression.

From the model summary, the multiple correlation coefficients R =.732 indicates a good level of prediction of the overall behavior adjustment by the model. The findings also indicated that parental warmth had the highest impact on enhancing behavior adjustment, while parental acceptance made the least contribution to explain the variability of the model. This implies that more therapeutic support should be provided to enhance parental warmth among learners at their home environments so that they would adjust appropriate in their behavioural tendencies. This finding concurs with that of Andrew et al. (2016) whose study established that affectionate parental behaviors were associated with children's behavioral adjustments. Lim et al. (2013) also agreed that perceived parental warmth had an indirect effect on students' emotional symptoms and self-esteem. Dekel et al. (2018) also agreed that traumatic parent-child experiences in the form of absent parents, neglect and abuse have a profound impact on establishing unhealthy attachment styles and emphasize the importance of early adverse parent-child bonds in setting the tone for future bonds as adults. The findings also support the Bowlby's theoretical assertion which proposes that parent-child relationship can either be appropriate or inappropriate, and the variations in parental warmth, responsiveness, acceptance, and control are perceived to influence behavioral adjustments among learners.

Limitations & Suggestions for Future Research

One limitation has been acknowledged in this research. During data collection, the respondents at some stage were to respond to research items that required memory retrieval of what might be emotionally charged and subjective. Parental nurturing practices for example, was based on the perceptions of parent and primary school learners'

subjective viewpoint of the past child-parent relationship. Those points of views might have changed by a number of family, school or community dynamics, such as a change in the family rearing practices, social economic status, parental beliefs on appropriate parenting practices and family dynamics. While these factors were perceived to influence parental and children's behaviour adjustment, they were not included in the current study but were controlled through various inferential statistics tests and techniques. In as much as parental nurturing practices have been studied, it is important to also note that school related variables are crucial in affecting behavioural adjustment among learners. Future studies could examine school-based factors influence students' behavioural adjustments in secondary schools.

Implications

This study contributes to the literature on parental nurturing practices and provide practical contributions. This study provides additional understanding of the relevant research. This study provides insight on the various parental nurturing practices which indicate the importance of securing best home environments for the development of learners at their homes. This study aims to provide support to practitioners such as teachers, parents, community leaders and school counsellors. Teachers should sensitize and expose parents to appropriate parental child control strategies like parent-child democratic participation which was established by the current study to enhance pupils' emotional and social competencies. School principals should initiate in their schools' regular mentorship programmes geared towards enhancing appropriate behavioural competencies among children from hostile home environment characterized by parental rejection. Parents should provide emotional support to their children by responding compassionately when their children are distressed and take time to understanding their children's emotions, feelings, beliefs, and desires. The Kenyan Ministry of Education should equip parents with necessary skills related to appropriate parental nurturing practices which will promote emotional and social competencies among learners.

Conclusion

The study concludes that of the parental nurturing practices, parental warmth had the highest and strong positive correlation, while parental control the least moderate positive correlations to learners' behavioural adjustment. The multiple regression model was adequate to predict overall behaviour adjustment, since 53.6% of the variability in behaviour adjustment among the primary school learners is explained by the parental child nurturing practices factored in the model. That is, other factors could account for about 46% of the model. Central to the process of the socialisation of children are the parental nurturing practises which children experience within family settings. Within these family contexts, children gradually internalise social standards and expectations which facilitate self-regulation skills and responsibility. Further, it can be inferred that parental nurturing practises which are fundamental in moulding children's behaviour are defective in many families.

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